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THE PRESENT STATUS OF GUIDANCE IN SELECTED CITY
HIGH SCHOOLS IN PIEDMONT NORTH CAROLINA

A Thesis
Presented to
the Faculty of the Department of Education
Appalachian State Teachers College

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts

by
George Lippard Sawyer, Jr.
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THE PRESENT STATUS OF GUIDANCE IN SELECTED CITY
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G. L. S., Jr.

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CHAPTER I

INTRODUCTION

Today, guidance services are recognized as essential parts of the educational activities of our secondary schools throughout the breadth of the United States. Many of the secondary schools in the United States, as well as those of foreign countries, have developed adequate guidance services in which the needs of the students, the school, and the community have been fulfilled.

The expansion of the school curriculum, the individualized instructional techniques, the attempt to have pupils become more self-directive, the increasing complexity of society, and other factors have led school administrators to recognize the vital role of a program of guidance services in their schools.¹

I. THE PROBLEM

Statement of the problem. As in other sections of the United States, the guidance movement is spreading rapidly in North Carolina. No longer is it a question of

¹ Clifford E. Erickson, and Glenn E. Smith, Organization And Administration Of Guidance Services (New York: Mc-Graw Hill Book Company, Inc., 1947), p. 1.

having guidance in our schools, but the question is what type of guidance services will be provided our youth in the schools?

Writers in the field of guidance indicate that, too often, it is the practice of the administrators to initiate guidance programs without carefully planning and organizing the services. As a result, such programs fail to assist the pupils, assist the teachers, and help improve the entire school program. "Only when the total school program is organized and operating on a basic philosophy, jointly arrived at, can the school or community say that it has an adequate program."²

What is the status of guidance in the high schools of North Carolina? Are the guidance practices in the high schools of North Carolina meeting the standards suggested by foremost writers in the field of guidance? Many authorities feel that there is no one right way in which a guidance program must be organized. "It will become apparent, however, that there are some basic principles underlying the development of the program."³

The writer attempted to determine the basic organizational and administrative principles to be followed in

² Clifford E. Erickson, A Basic Text For Guidance Workers (New York: Prentice-Hall, Inc., 1947), p. 414.

³ Ibid., p. 415.

setting up and carrying out a program of guidance in the high school. If these basic principles are not being followed in the guidance programs of our schools, what steps are to be taken in making our guidance services adequate?

Importance of the study. Now that our society is becoming increasingly more complex day by day, we feel that the youth of our nation rightly deserve and greatly need help in learning the processes of reflective thinking as an aid in the solution of their problems. There must be an increased emphasis on the guidance programs of our secondary schools. To meet this need, there should not be so much stress upon vocational problems, but more upon educational, emotional, and social problems. Too often the organizational and administrative practices of our schools do not really support the guidance program. Like so many other educational policies that we set up, we provide some form of program, yet do not actively and cooperatively support it and evaluate its real purpose - the provision of growth toward desirable goals. Growth toward desirable goals is the development of the whole individual to enable him to live with himself, his family, his community, his nation, and his world. The success of any program greatly depends upon the soundness of its

organization, and its cooperative administration.

II. DEFINITIONS OF TERMS USED

Guidance. "Guidance is inherent in the process of education. Whenever education as a conscious process began in the life of the human race, then guidance began."⁴ Guidance in an organized form began in our country with an attempt to give assistance in selecting a vocation, and in securing a job. Today the scope of guidance is much broader. Guidance must assist the individual through counseling to make wise choices, adjustments, and life interpretations in connection with critical situations and problems in his life and work concerning school, leisure, out of school living, and vocational selection.⁵ Its success is dependent upon the cooperative action of all the factors in the life of the individual.

Organization. The term organization refers to all the functionaries comprising the guidance program, and the interdependence of these factors. It may be very simple in a small school, and very elaborate in a large school. The organization may include the administrative

⁴ Arthur J. Jones, Principles Of Guidance (New York: McGraw-Hill Book Company, Inc., 1945), p. 553.

⁵ Ibid., Frontispiece.

head, the chief guidance consultant, the various deans, the home room sponsors, the classroom teachers, and various specialists who may make contributions. Organization also refers to the administrative and instructional plan whereby guidance is carried on in the individual's life with a particular reference to the school personnel, its responsibility, and relationship to the student. This may include the use of the home room, the classroom teacher, the special counseling activities, and any agency which contributes guidance to the pupil.

Administrative practices. A successful program of guidance must have an administrative staff responsible for planning, organizing, and supervising the program. The administration must provide qualified teachers and counselors, suitable facilities for both individual and group counseling, forms for recording vital information, informative guidance materials for both students and teachers, tests and examinations, in-service training, placement and follow up services, schedule provisions for guidance activities, extra-curricular activities, and other essential elements of a guidance program.

Group guidance. The term group guidance refers to any instructional activity especially designed to meet the needs and problems of youth. In certain instances,

ordinary classroom activities in subject fields may be considered as group guidance, but the term more specifically refers to home room activities, special groupings of pupils for guidance activities, or the organization referred to as the core curriculum.

Counseling. The process of helping a student, through interviews and other individual relationships, to solve his problems and to improve his status as an individual in society is termed counseling.

Counselor. A counselor is any member of the staff who spends half or more than half of his time in counseling activities.

Teacher-counselor. Any member of the school staff who has been assigned special counseling responsibilities for a group of pupils is termed a teacher-counselor.

III. ASSUMPTIONS

Guidance services are essential elements in the secondary schools of today.

"The keystone of a modern school for youth is guidance - guidance not only in matters pertaining to vocation and personal schooling, but in all the matters that perplex the minds and hearts of youth - problems of religion, problems of sex and love, social problems, relationships with parents, and

financial problems."⁶

The school must be efficiently organized to provide guidance in all its phases. The only completely successful program is that in which every teacher continuously contributes to the guidance services.

The guidance program should serve to coordinate the home, school, and community. The child must live not only with the teachers and staff of the school, but also with his parents, and members of the community. The guidance program should gather information about the community, carry on various community studies, and help coordinate the school and community facilities so that the home, school, and community may be brought closer together. Perhaps every school, in theory and practice, should become a community centered school.

The primary concern of a guidance program is the individual pupil. A careful, systematic, and continuous study of the pupil must be made in order that all persons working with the pupil may be informed about him, have a greater understanding of him, and be more effective in their relations with him.

If the individual pupil is to be helped in solving

⁶ Jean Warters, High-School Personnel Work Today (New York: McGraw-Hill Book Company, Inc., 1946), pp. 12-13.

his problems and in planning his future more intelligently, he must be continuously provided with essential information. All the agencies of the school and community must be utilized in providing mental, physical, moral, social, and emotional information.

Every pupil, at some time or other in his school career, needs personal and individual help in solving his problems and improving his planning. Every school must provide an organized plan for counseling. There is a great need for professionally trained and experienced personnel who can diagnose and treat the minor and major functional maladjustments of secondary school pupils.

There is an ever increasing need for placement and follow up services in our secondary schools. The complexity of business, industry, and professional life, and the limited opportunities that youth has for first hand exploration, make it necessary to provide organized placement services in order that youth may obtain suitable jobs, and make satisfactory adjustments to and progress on these jobs.⁷ Drop out studies and follow up studies, although they require much time and meticulous study, are of vital importance in evaluating the services of the school.

⁷ Erickson, Op. cit., p. 377.

IV. DELIMITATIONS

The scope of guidance is as broad as the differences in the native capacities, abilities, and interests of the individuals who make up the population of a school. Many important problems and needs cannot be successfully met by our youth without the assistance of a guidance program.

The problem was limited to the major organizational and administrative elements of the guidance program. The type of organization for group guidance, if any, was studied to determine if it was organized around home room activities, special classes in guidance, or core curriculum.

The administrative practices of the individual schools had to be limited due to the lack of time for the study. The major administrative practices in the problem were those of the provision of guidance personnel, the provision for individual counseling, the records kept of the individual pupil, the guidance materials available for both pupils and teachers, the in-service program, the testing program, schedule provision for guidance activities, placement and follow up services, and the plans for improving the guidance services of the school.

V. PROCEDURES

The writer selected the Piedmont area of North Carolina for the basis of the study due to the availability of a number of large schools which were reported to have organized guidance programs or related activities. The North Carolina Supervisor of Guidance Services contributed a list of schools that had made beginnings in guidance and were considered progressive. Some of these schools were used in studying the problem. The enrollments of the schools used in the survey ranged from 350 pupils to 1,700 pupils. The schools were located in cities with populations above 6,500.

The writer made personal visitations to all the schools rather than send out questionnaires, because it was felt that personal contact with the administrators and the guidance personnel and observation of the individual program would be far more satisfactory and significant than using a questionnaire. Personal interviews and observations were carried out with the administrators, guidance directors, guidance counselors, and in some cases with teachers and pupils. In the majority of instances, the personnel interviewed were very cooperative and displayed interest in the survey.

All the information in the interviews was

recorded. A check list relative to the organizational and administrative practices was developed. Various summations and tabulations were then made. The discussions and interpretations based on the survey appear in later chapters.

VI. REVIEW OF RELATED STUDIES

Many studies in the field of guidance have been made throughout the United States, however there are very few of an organizational and administrative nature to be found concerning the schools of North Carolina. One may advance a familiar explanation by saying that this lack of information is due to the newness of the guidance movement in North Carolina. One may say more correctly that we have assumed the schools were providing guidance services without actually evaluating them.

In discussing the related studies, the writer will divide them into several main categories and review each separately.

Organization of guidance services. Allen and Bennett,⁸ summarizing a study made by Rosecrance, state

⁸ Richard D. Allen, and Margaret E. Bennett, "Guidance Through Group Activities," Thirty-Seventh Yearbook Of The National Society For The Study Of Education, Part I (Bloomington, Illinois: Public School Publishing Company, 1938), p. 155.

that students in large city school systems at the Junior High level participated in group guidance, both in the home room and in guidance classes. The home room meeting occurred for brief periods, while the group guidance classes met for a full period either daily for one term or once or twice weekly throughout the three year period. At the Senior High level, the students participated in a carefully worked out orientation program conducted by the home room adviser or grade counselor.

Altstetter,⁹ in reviewing the guidance services in 200 schools of all sizes in all states of the nation, states that the pupil activities mentioned most often were those in the home room, school assembly, and student government. He was of the opinion that more than fifty-one of these schools needed to organize their programs more effectively.

Miller and Lefever,¹⁰ in reviewing the organization of 246 schools scattered over the nation, reveal that one-third used the home room plan of guidance. One-half of these schools employed deans of boys, while two-

⁹ M. L. Altstetter, "Guidance Services In 200 Secondary Schools," Occupations, 16:519, March, 1938.

¹⁰ Mildred E. Miller, and D. Welty Lefever, "Teachers Consider Themselves Counselors," Clearing House, 13:212-215, December, 1938.

thirds employed deans of girls.

Lefever, Turrell, and Weitzel,¹¹ summarizing a survey by Reavis, state that out of sixty-eight schools two-thirds used the home room plan of guidance with emphasis on school spirit, educational guidance, social counseling, vocational guidance, and keeping cumulative records. In these schools the role of principal in guidance tends to decrease with the various staff officers being delegated to perform guidance duties.

Many schools make use of assemblies in their guidance programs. Roemer,¹² reveals that 84.5 per cent of the schools of the North Central Secondary Association, and 91.7 per cent of the schools of the Southern Association use assemblies for group work with pupils.

Zeran and Jones,¹³ reviewing a study made by the North Central Association of Colleges And Secondary Schools, reveal that 113 schools out of 2,177, or five per cent, reported that their organization of guidance services was inadequate, 866 schools of the 2,177, or

¹¹ D. W. Lefever, A. M. Turrell, and H. I. Weitzel, Principles And Techniques Of Guidance (New York: The Ronald Press Company, 1941), pp. 231-232.

¹² Joe Roemer, "Secondary Schools Of Southern And Of North Central Association," School Life, 13:68-69, December, 1927.

¹³ Franklin R. Zeran, and Galen Jones, "The National Picture Of Guidance And Pupil Personnel Service," The Bulletin Of The National Association Of Secondary-School Principals, 32:62-63, October, 1948.

forty per cent, reported that they had the minimum essentials of organization, and 214 schools of the 2,177, or ten per cent, reported that they had the potential optimum program.

Zeran and Jones' study,¹⁴ of the nonmetropolitan high schools of Minnesota, reveals that in the 321 high schools over two-thirds used orientation assemblies or meetings in helping new pupils get adjusted to the school environment. One school out of five, or twenty per cent, had one individual responsible for the coordination of the guidance program in addition to the principal and superintendent.

McKown,¹⁵ in summarizing the status of the home room in guidance, states that at the present time practically all of the larger high schools have a home room organization or a similiar plan of organization for group guidance. It is being used in a great majority of medium-sized schools, and in a smaller proportion of high schools with small enrollments.

Markham's survey,¹⁶ of 400 high schools in Kansas,

¹⁴ Ibid., pp. 64-65.

¹⁵ Harry C. McKown, Home Room Guidance (New York: McGraw-Hill Book Company, Inc., 1946), p. 24.

¹⁶ W. T. Markham, "Studies In Guidance Practices In Kansas High Schools," Education For Victory, 3:24, February 20, 1945.

reveals that ninety-one schools had organized programs of guidance, and that fifty-nine schools were organizing their guidance services.

Camp,¹⁷ in his report of 414 white high schools in Arkansas, reveals that 116 of the schools, or twenty-eight per cent, had organized programs of guidance.

Thus we may conclude from these studies that the organization of guidance services was inadequate in many schools in the United States. Over fifty per cent of the schools used home rooms, assemblies, and student organizations in carrying on group guidance activities.

Counseling services. An investigation of the provision for counseling in the high schools of the United States reveals much information. Comparisons are difficult due to the lack of uniformity in defining the term "counselor."

Brewster and Greenleaf,¹⁸ in discussing an early survey of guidance services in the United States for the school year, 1937-38, reveal that in the nation we had 23,032 public high schools with a total enrollment of 7,163,919 pupils. There were 2,286 guidance officers

¹⁷ Dolph Camp, "Guidance Activities In Arkansas," Education For Victory, 3:15, July 3, 1944.

¹⁸ Royce E. Brewster, and Walter J. Greenleaf, "A Roll Call Of Counselors," Occupations, 18:83-89, November, 1939.

or counselors. The term counselor referred to a person who spent half or more of his time in the counseling process. In 732 high schools of North Carolina with a total enrollment of 155,068 pupils, there were only thirteen counselors distributed among nine schools. There were more than twice as many women as men counselors. Considering only those schools in the nation that had counselors, there were 2,062,341 pupils served by the 2,286 workers resulting in a counselor-pupil ratio of 1:900. In the schools of North Carolina, thirteen workers served 10,333 pupils resulting in a counselor-pupil ratio of 1:795. Missouri had the largest counselor-pupil ratio with 1:1286, while Rhode Island had the smallest ratio with 1:319. The median counselor-pupil ratio for the nation was 1:821.

Froehlich,¹⁹ in his discussion of a national survey made by the United States Office of Education in the school year, 1945-46, reveals much interesting data. In the latter survey, the term counselor referred to any staff member of the school who did counseling. There were 23,314 public secondary high schools with 3,990 of them, or 16.4 per cent, having counselors; and 20,324 schools,

¹⁹ Clifford P. Froehlich, "Counselors And Guidance Officers In Public Secondary Schools," Occupations, 26:522-527, May, 1948.

or 83.6 per cent, without counselors. The District of Columbia had counselors in 85.7 per cent of her schools, which was the highest percentage in the nation. Alabama had the lowest percentage in the nation with counselors in only 3.2 per cent of her schools. North Carolina had counselors in 14.2 per cent of her schools. Considering only those schools having counselors, the District of Columbia had the highest counselor-pupil ratio in the nation with 1:861.6, while North Dakota had the lowest ratio in the nation with 1:84.7. North Carolina had a counselor-pupil ratio of 1:150.4. The median counselor-pupil ratio in the nation was 349.5. Specifically in North Carolina, we had 960 high schools reporting a total enrollment of 144,924 pupils. Of this number, 34,547, or 23.4 per cent, were in schools reporting guidance counselors. Only 135 schools reported counselors resulting in a total of 226 officers, of which forty per cent were men.

It is difficult to compare these two surveys due to the different interpretations of the term counselor, however, the latter survey seems to indicate that the counselor-pupil ratio is getting smaller, the proportion of counselors who are men increased slightly, and the smaller schools are not adding counselors as fast as the large schools.

Zeran and Jones,²⁰ made studies in New Jersey for the years 1931, 1936, 1941, and 1947. They revealed that forty-two per cent of the schools reported having counselors in 1931, 59.2 per cent in 1936, 69.2 per cent in 1941, and 99.6 per cent in 1947.

Barrett,²¹ in summarizing comparative data for the years 1942, 1943, and 1944 in North Carolina high schools, reveals that fifty-five per cent of the schools provided some type of individual counseling service in 1942, sixty-two per cent in 1943, and seventy-four per cent in 1944.

Markham's survey,²² of 400 high schools in Kansas, reveals that thirty-one schools, or eight per cent, provided counselors with definite assignments. These schools had a total of thirty-seven counselors, and 533 other teachers who served as their assistants.

The 1946-47 reports of 935 principals in North Carolina high schools indicated provisions for individual counseling in 647 schools, or 69.1 per cent. Of 719 city and county schools, both white and colored, sixty-seven per cent listed someone other than the

²⁰ Zeran and Jones, Op. cit., p. 65.

²¹ Ella Stephens Barrett, "Studies In Guidance Practices In North Carolina High Schools," Education For Victory, 3:24, February 20, 1945.

²² Markham, Op. cit., p. 24.

principal as the counselor responsible for the counseling of pupils on educational, vocational, and personal problems. The counselors averaged only 2.7 hours per week in counseling activities, and reached only forty per cent of the pupils.²³

During the past ten years the number of counselors in our public high schools has nearly doubled. In 1947 there were 8,000 full time or part time counselors, however, six out of every seven schools still have no counseling service.²⁴

In 1949 there were one hundred schools in West Virginia that operated guidance programs with more than twenty-two persons having assigned counseling duties.²⁵

The status of certification of guidance counselors differs greatly according to the state surveyed. Of all the states and territories, sixty-seven per cent have no special qualifications for counselors. Only sixteen states have certification programs or are now devising them.²⁶ North Carolina has no certification of guidance

²³ The Report Of The State Education Commission, Education In North Carolina Today And Tomorrow (Raleigh, North Carolina: The United Forces For Education, 1948), pp. 187, 240.

²⁴ Editorial Department, "News From The State Supervisors," Occupations, 27:354, February, 1949.

²⁵ Loc. cit.

²⁶ Roy B. Hackman, "Certification," Occupations, 26:494-495, May, 1948.

counselors, however, studies are being made regarding certification standards.

Rosecrance,²⁷ reviewing studies by Edgerton, Fitch, and Rosecrance, states that the three studies show that seventy-three per cent, seventy-nine per cent, and ninety-two per cent of the counselors investigated had completed the requirements for the bachelor's degree. Two of the surveys reported that 28.6 per cent, and 45.1 per cent held master's or doctor's degrees. The trend seems to indicate that a training beyond the master's degree will be required of all guidance leaders of the future.

Several writers indicate that the teaching profession is not enlisting the quality of teaching personnel that it should obtain for the classroom.

Rosecrance,²⁸ states that recent studies have shown that students who elect teaching as their profession are, as a group, inferior in general ability to those entering a number of other professions.

²⁷ Francis C. Rosecrance, "The Staff Needed For The Development Of An Effective Guidance Service," Thirty-Seventh Yearbook Of The National Society For The Study Of Education, Part I. (Bloomington, Illinois: Public School Publishing Company, 1938), pp. 287-288.

²⁸ Loc. cit.

Studebaker,²⁹ in an address to the eighty-seventh annual National Education Association convention in Boston, stated that the ideal of a competent teacher in every American classroom is, at present, far from being true. She stated that one out of every ten classroom teachers hold an emergency teaching certificate.

Few guidance studies contain information regarding the time given to counseling activities. Camp,³⁰ in his report of 414 white high schools in Arkansas, stated that fifty of the principals and superintendents provided time in their schedule for counseling, while fifteen had no time for counseling. Only forty teachers were given time for counseling, while eleven had no time for counseling. Only four superintendents and principals had as many as three periods for counseling, while only five teachers had as many as three periods a day devoted to counseling. A total of twenty-four teachers had one period a day for counseling, while only one teacher served as a full time counselor.

Zeran and Jones' survey,³¹ of 321 nonmetropolitan high schools in Minnesota, reveals that seventy per cent

²⁹ Nabel Studebaker, "Federal School Aid Is Sought By N. E. A.," Charlotte Observer, Page 13A, July 5, 1949.

³⁰ Camp, Op. cit., p. 15.

³¹ Zeran and Jones, Op. cit., p. 64.

of the schools reported that teachers were responsible for educational advising, but only thirteen per cent of the schools released teachers from part of their classroom activities to carry out counseling responsibilities. The survey also revealed that twenty-eight of the twenty-nine teachers who spent half of their time or more in assigned duties with the guidance program were in schools with an enrollment of 200 or more pupils.

Peel's survey,³² of the guidance services in the state of Louisiana, reveals that in the majority of the smaller schools one period a day has been found sufficient for beginning a program of vocational guidance, with more time allocated as the program develops. In the schools with enrollments of 300 to 500 pupils, half a day is allocated in the developmental programs, with the provision of more time as the program develops.

Zeran and Jones,³³ in summarizing a survey of 321 nonmetropolitan high schools in Minnesota, stated that fifty per cent of the schools reported private facilities for individual counseling.

Thus we may conclude from these studies that the schools of the United States do not have an adequate

³² E. E. Peel, "Louisiana's Guidance Program," School Executive, 64:45, April, 1945.

³³ Zeran and Jones, Op. cit., p. 66.

number of trained counselors, however, the trend is toward the provision of more counselors in the schools. Counselors do not have sufficient time in which to carry on their counseling activities. Indications point to a lack of qualified teachers in the schools of our nation.

Testing program. There are only a few informative surveys regarding the testing programs used in our high schools. Wrenn,³⁴ is of the opinion that in guidance the most time should be spent in carefully studying the background, test results, and coordinating information relative to the pupil. He is of the opinion that we spend too little time on this phase of guidance. In his discussion, a survey by Lee is cited, in which fifty per cent of 493 schools reported the use of intelligence tests for guidance purposes, and thirty-six per cent of the schools reported using achievement tests in guidance.

Zeran and Jones,³⁵ in summarizing a survey of 321 nonmetropolitan high schools in Minnesota, stated that sixty-seven per cent of the schools reported the use of tests as a basis for counseling. Reading tests were used in about thirty-three per cent of the schools. Only

³⁴ C. G. Wrenn, "Counseling With Students," Thirty-Seventh Yearbook Of The National Society For The Study Of Education, Part I (Bloomington, Illinois: Public School Publishing Company, 1938), p. 130.

³⁵ Zeran and Jones, Op. cit., pp. 64-65.

fourteen per cent of the schools using tests interpreted them to the pupils in the counseling process.

The comparative studies made by Zeran and Jones,³⁶ in New Jersey for the years 1931, 1936, 1941, and 1947, reveal that 52.1 per cent of the schools reported using test programs in 1931, 54.4 per cent in 1936, 65.8 per cent in 1941, and 89.5 per cent in 1947.

Barrett,³⁷ in summarizing comparative data for the years 1942, 1943, and 1944 in North Carolina high schools, reveals that twenty-eight per cent of the schools used achievement tests in 1942, thirty-one per cent in 1943, and forty-four per cent in 1944.

Thus we may conclude from these studies that about fifty per cent of the schools failed to provide testing services for their pupils. The studies also indicated that the great majority of the tests used were not interpreted to the pupils.

Pupil records. Only three surveys were found reporting the use of pupil records in the counseling process. Burich and Wrenn,³⁸ in summarizing a survey

³⁶ Ibid., p. 66.

³⁷ Barrett, Op. cit., p. 24.

³⁸ A. C. Wrenn, and C. G. Wrenn, "Appraisal Of Student Characteristics And Needs," Thirty-Seventh Year-book Of The National Society For The Study Of Education, Part I (Bloomington, Illinois: Public School Publishing Company, 1938), pp. 57-58.

by Chen and Proctor, state that in 300 California high schools it was found that eighty-seven per cent of the schools used cumulative records. Personality ratings by teachers were recorded and used by fifty-seven per cent of the schools. Vocational information was recorded by twenty-three per cent of the schools, and nineteen per cent of the schools recorded facts about the social development of the pupils.

Barrett,³⁹ in summarizing comparative data for the years 1942, 1943, and 1944 in North Carolina high schools, reveals that fifty-eight per cent of the schools maintained cumulative records in 1942, sixty-three per cent in 1943, and seventy-six per cent in 1944.

The 1946-47 reports of 935 principals in North Carolina indicated that 776 schools, or eighty-three per cent, kept cumulative records for use in guidance.⁴⁰

Thus we may conclude from these studies that more than half of the schools used cumulative records in their guidance programs.

In-service training in guidance. There is little evidence to indicate that the secondary schools actively

³⁹ Barrett, Op. cit., p. 24.

⁴⁰ The Report Of The State Education Commission, Op. cit., p. 187.

participate in in-service guidance activities.

Zeran and Jones' survey,⁴¹ of 321 nonmetropolitan high schools in Minnesota, reveals that only twenty per cent of the schools had any type of in-service training in guidance for the teaching staff.

Darley,⁴² states that various colleges are now offering more summer courses in guidance. There were forty-nine teacher training institutions in twenty-eight states that offered one or more courses in the field of guidance in 1941.

A recent survey,⁴³ reveals that twenty-three specific courses in guidance and twelve related courses will be offered in twelve North Carolina colleges the summer of 1949. This is three times the number of courses offered in 1947.

Thus we may conclude from these studies that the majority of the schools provided no in-service training in guidance for their teachers, however, there is a trend on the college level to provide more courses in the field of guidance for the prospective teachers.

⁴¹ Zeran and Jones, Op. cit., p. 65.

⁴² John G. Darley, Testing And Counseling In The High School Guidance Program (Chicago: Science Research Associates, 1947), p. 20.

⁴³ Ella Stephens Barrett, "What's Happening In Guidance," Guidance Briefs, 3:3, April, 1949.

Informative guidance materials. There are many books, periodicals, vocational briefs, and other materials which provide essential information to the pupils and teachers. The writer found only three references to the status of informative materials in the secondary schools of the United States.

Barrett,⁴⁴ in summarizing comparative data for the years 1942, 1943, and 1944 in North Carolina high schools, reveals that thirty-eight per cent of the schools of the state maintained occupational files for the use of the pupils in 1942, forty-seven per cent in 1943, and forty-nine per cent in 1944.

Markham's survey,⁴⁵ of 400 high schools in the state of Kansas, reveals that only sixty-five schools of the ninety-one schools having organized services maintain occupational files for the use of the pupils.

The 1946-47 reports of 935 principals in North Carolina indicated that 759 schools, or eighty-one per cent maintained files of occupational information for use in the guidance program.⁴⁶

Thus we may conclude from these studies that more than fifty per cent of the schools maintained

⁴⁴ Barrett, Op. cit., p. 24.

⁴⁵ Markham, Op. cit., p. 24

⁴⁶ The Report Of The State Education Commission, Op. cit., p. 187.

occupational files for the use of the pupils and the guidance personnel. There is a lack of information in the literature regarding the status of guidance materials in our secondary schools.

Placement and follow up services. An investigation of the surveys made regarding the placement and follow up services of the secondary schools in the United States indicates a varying degree of their existence.

Bell,⁴⁷ states that 328 schools out of 904, or 36.3 per cent, indicated no placement services; and that 556 of the schools, or 61.5 per cent, reported that the placement services were under the supervision of part time personnel.

Zeran and Jones,⁴⁸ in summarizing a comparative study made in New Jersey for the years 1931, 1936, 1941, and 1947, reveal that 14.9 per cent of the schools reported placement services in 1931, 24.3 per cent in 1936, 36.7 per cent in 1941, and 53.1 per cent in 1947.

Barrett,⁴⁹ reports that forty-two per cent of the high schools of North Carolina gave placement

⁴⁷ Howard M. Bell, Matching Youth And Jobs (Washington: American Council On Education, 1940), p. 73.

⁴⁸ Zeran and Jones, Op. cit., p. 64.

⁴⁹ Barrett, Op. cit., p. 24.

assistance to pupils in 1942, forty-three per cent in 1943, and fifty-five per cent in 1944. Follow up studies of drop outs and graduates were made by thirty-eight per cent of the schools in 1942, thirty-six per cent in 1943, and forty-one per cent in 1944.

The 1946-47 reports of 935 principals in North Carolina indicated that 299 schools, or thirty-two per cent offered courses in occupations. There were 342 schools, or 36.5 per cent, offering placement services; and 461 schools, or 49.2 per cent, conducting follow up studies of all graduates and drop outs.⁵⁰

Thus we may conclude from these studies that more than one half of the schools failed to provide adequate placement and follow up services in their guidance programs.

VII. SUMMARY OF THE REMAINDER OF THE THESIS

In Chapter II, the writer outlined the standards recommended by the authorities in the field of guidance for a guidance program on a secondary level. The discussion of a desired program is divided into two major headings, namely, the organizational standards, and the

⁵⁰ The Report Of The State Education Commission, Op. cit., p. 187.

administrative standards. The writer listed detailed statements of the recommendations by the authorities in the field of guidance for eight essential administrative elements. The elements cited are the teaching personnel and guidance counselors, facilities for counseling, time for counseling, pupil records, testing program, informative guidance materials, in-service training, and placement and follow up services.

In Chapter III, the writer discussed the current guidance practices in eighteen city high schools as revealed by the survey. The schools were divided into three classes on the basis of their enrollments. The six schools with enrollments from 300 to 500 pupils were designated as class C schools, the six with enrollments from 500 to 900 pupils as class B schools, and the six with enrollments from 1,000 to 1,700 pupils as class A schools. The writer compared the status of the three classes of schools from the viewpoint of their provision of nine essential elements of a guidance program. These elements are the plan of organization, qualifications of the guidance personnel, facilities for counseling, the counseling activities, pupil records, testing program, informative guidance materials, in-service training program, and placement and follow up services. Tables show the responses made by the A, B, and C schools to

check lists relative to the above mentioned essential elements of a guidance program. The survey indicated that the guidance programs of the A schools were much better organized than those of the B and C schools, and that the larger schools provided better guidance services than the smaller schools.

In Chapter IV, the writer compared the guidance practices in the eighteen selected city high schools to the standards recommended by the writers in the field of guidance. The nine essential elements of a high school program of guidance are discussed separately.

In Chapter V, the writer summarized the results of the survey, and made twenty-five concluding statements. The writer suggested fourteen recommendations as contributions to the improvement of guidance services in the high schools of North Carolina. Finally, the writer recommended that five studies be made as a basis for contributing needed information in the field of guidance.

CHAPTER II

STANDARDS SUGGESTED IN THE LITERATURE

The purpose of this chapter is to find what organizational and administrative standards are deemed vital and necessary in the secondary schools by the writers in the field of guidance.

Organizational standards. "There is no pattern of development or organization that is suitable for all schools."⁵¹ However, organization of guidance services is necessary in order to assure a successful program in both small and large schools. Writers in the field of guidance state that the following common elements are needed in all programs of guidance:

- a. The administration must provide continuous, enthusiastic leadership.
- b. No school should adopt a specific plan of organization unless it is based upon the needs of the pupils and community.
- c. The plan of organization should, at first, be as simple as possible, and allowed to grow from felt needs.

⁵¹ Clifford E. Erickson, A Basic Text For Guidance Workers (New York: Prentice-Hall, Inc., 1947), p. 447.

- d. The administration should select a qualified person to serve as director of guidance.
- e. A guidance committee should be selected from the faculty.
- f. The nature of guidance makes it necessary to have only qualified personnel participating in the program.
- g. Definite responsibilities should be delegated to all the personnel of the school.
- h. The coordinated cooperation of the school staff and the community is necessary at all times.
- i. Provision must be made for both group guidance and the counseling of individual pupils.
- j. There must be a desire on the part of all the staff to provide more adequate services.

Administrative standards. The administration is in a strategic position with respect to the success of the guidance program. Not only must the administration furnish continuous, enthusiastic leadership, but it is responsible for providing the essential elements necessary for the continuous operation of the guidance program. The writer has divided these essential elements into eight headings and will discuss each separately.

1. The teaching personnel and guidance counselors.

The most successful guidance programs are those in which the teachers continuously contribute their services, and coordinate their activities with the director of guidance and the counselors responsible for the counseling of individual pupils. Writers in the field of guidance state that the guidance personnel should meet the following minimum standards in order to successfully participate in the guidance program:

- a. A stable and well adjusted personality with a fundamental liking for people.
- b. Keen interest in the development of youth.
- c. Every teacher should have a college degree and at least one basic course in guidance.
- d. Every teacher should have a feeling of definite guidance responsibility toward every pupil.
- e. Teachers should plan to get more training in guidance through in-service activities or summer courses in guidance.
- f. Every teacher-counselor should maintain personal contact with local, state, and national guidance organizations.
- g. Counselors should have a graduate degree in guidance, and maintain a guidance certificate.

2. Facilities for counseling. Many administrators make little or no provision for the counseling process. "Counseling at its best calls for a proper setting."⁵² The schools of the future must be designed to provide adequate facilities for the counseling activities of the guidance staff. Writers in the field of guidance state that the following facilities are conducive to successful counseling:

- a. The office of the director of guidance should be adjacent to or in the proximity of the office of the principal and the permanent records of the pupils.
- b. An attractive, well lighted, and comfortably furnished waiting room.
- c. A counselor's office for every 500 pupils.
- d. A conference room about the size of a classroom for group testing, committee meetings, group conferences, and the like.
- e. All the counseling rooms should be sound proof, and well ventilated.
- f. Counseling rooms should include various types of storage areas, movable filing cases, and provision for various displays.

⁵² Ibid., p. 437.

- g. Counseling rooms should have one large movable desk, a work table, and at least three comfortable chairs.
- h. Counseling rooms should have both private and building telephones.
- i. Cloakroom and lavatory facilities should be provided.
- j. The office of the nurse and other professional personnel should be located near the counseling offices.
- k. Clerical help should be furnished.

3. Time for counseling. "Counseling is the heart of the guidance program."⁵³ Every teacher must contribute many services to her pupils, and as an outgrowth of these activities there is a need for individual counseling. Much of this individual counseling can be accomplished by the teacher-counselors, but in many cases it is very necessary to refer the pupil to a trained and experienced counselor or the director of guidance. There is little to be found in the literature relative to the time given teacher-counselors and counselors for interviews and the various counseling services rendered pupils. Writers in the field of guidance generally recommend the following:

⁵³ Erickson, Loc. cit.

- a. Teacher-counselors should have one hour of counseling time each day for every fifty pupils assigned them.
- b. A counselor with a master's degree in guidance should be available for every 500 pupils, preferably one for every 300 pupils.
- c. The counselor should devote a minimum of one half the school day to counseling.
- d. The trained professional counselor should not be used in handling attendance and discipline problems.

4. Pupil records. Before a teacher-counselor or counselor can isolate a pupil's problem, he must have available various types of information about the pupil and his environment. Writers in the field of guidance recommend the following policies in keeping and using pupil records:

- a. The school should use the state cumulative record so as to provide uniformity in case the pupil transfers to another school.
- b. The records should be kept in a place easily accessible to all the guidance personnel.
- c. The record form should provide information relative to the pupil's academic ability, past achievement, aptitudes, disabilities,

interests, personality adjustments, family background, and the area of work.

- d. If the teacher-counselors keep additional records they should be placed in locked files or suitable places.
- e. Necessary supplementary record forms should be made available for the use of the staff.
- f. Records should not be kept that are not being used.

5. Testing program. Tests, if properly selected, administered, recorded, and interpreted are of vital importance both to the teachers and counselors. Tests are classified as general scholastic ability or intelligence, special ability or aptitude, achievement, diagnostic, interest inventory, and personality tests. Writers in the field generally agree that there is no standard testing program adapted to all schools, however, they recommend the following policies in setting up and carrying out the testing program:

- a. The testing program should be adapted to meet the needs of the pupils, teachers, and the guidance counselors.
- b. A scholastic ability or intelligence test and an interest inventory should be the minimum testing program in the ninth grade.

- c. A scholastic ability or intelligence test, an interest inventory, and perhaps a college aptitude test should be the minimum testing program in the twelfth grade.
- d. Alternate forms of tests are recommended for pupils whose performance on a given test is unsatisfactory.
- e. Achievement tests may be used advantageously in every grade, especially if they are of a diagnostic nature.
- f. Additional tests beyond the minimum testing program should be given under the direction and supervision of the director of guidance.
- g. No tests should be given that will not be interpreted to the pupils.

6. Informative guidance materials. In order to help pupils solve their problems and successfully plan for the future, many types of informational materials must be provided. Writers in the field of guidance recommend the following policies in providing these services:

- a. Adequate information regarding further training and educational opportunities should be given all pupils at transition periods.

- b. A well equipped library is necessary for the provision of many types of materials.
- c. Books, periodicals, posters, charts, and the like dealing with the development of an individual, study habits, social relationships, vocations, and many other interests of youth should be available.
- d. Informative materials should be attractively arranged in a "browsing area" or placed within easy reach of the reading tables.
- e. Occupational briefs and leaflets should be systematically filed. The SRA Occupational Plan developed by Science Research Associates is highly recommended.
- f. Special library areas should be provided for the catalogs and bulletins of educational institutions, business schools, and trade schools.
- g. Charts and visual displays should be kept up to date in the classrooms, library, and guidance rooms.
- h. Motion pictures and film strips should be used.
- i. Special group activities as "Career Day Programs," "College Day Programs," and various

special assemblies are deemed necessary.

- j. An up to date professional library should be maintained for the use of the staff.

7. In-service training program. There is a great need for a functional in-service program for the guidance staff of every school. Writers in the field of guidance recommend the following policies in setting up and carrying out such a program:

- a. The administrative leadership must assume the major responsibility for developing and maintaining an in-service guidance program.
- b. The program should begin on a level consistent with the training of the faculty, and it should be based on the interests and needs of the faculty.
- c. As much of the program as possible should be carried on during the regular school day.
- d. Suitable funds should be allocated for any expenses incurred in attending special meetings and conventions.
- e. Teachers should be encouraged to take summer school courses or extension courses in the field of guidance.
- f. The professional library should be actively used by the guidance staff.

8. Placement and follow up services. "No program of guidance is complete without an organized plan for placement and follow up."⁵⁴ These services are valuable to the students in school, and to those students who must drop out of school. Writers in the field of guidance recommend the following policies in regard to these services:

- a. The school should utilize community, state, and national facilities.
- b. The school should strive to maintain as much of the placement activities on its own as is possible.
- c. The director should be employed on a full time basis.
- d. The counselor should utilize all the available information about the pupil.
- e. Vocational classes with work experience placement should be available for the pupils.
- f. Part time and vacation placement should be provided for the students.
- g. Each student who drops out of school should be followed up the first, third, and fifth years after his departure.

⁵⁴ Ibid., p. 377.

- h. Each graduate should be followed up the first, third, and fifth years after his graduation.
- i. Drop out studies and follow up studies of graduates should be used in the evaluation of the guidance program and the curriculum offerings of the school.

SUMMARY

Educators now recognize that the guidance program is an essential element in the modern secondary school, regardless of its size. The success of the program is dependent upon its organization and the coordinated participation of all the functionaries involved. The administration must constantly display an interest in the program and actively furnish leadership. The administration is also responsible for the provision of certain essential elements. The careful selection of qualified personnel is perhaps the greatest task in setting up the program. Adequate facilities must be provided for both group guidance and the individual counseling activities. Since the "heart" of the guidance program is the contact made with the individual pupil, the schedule must be so arranged as to provide the teacher-counselors and special counselors the necessary time for these activities.

Accurate and complete records must be available for the use of the entire guidance personnel. An adequate testing program is especially valuable for purposes of instruction, diagnosis, and counseling. There is a never ending amount of informative guidance material which must be provided for the use of the pupils and the guidance staff. The guidance program must grow, so provision must be made for an active in-service training program. Finally the day comes when the student must leave the school either by way of graduation or the culmination of his school life. The proper placement of the pupil in further educational training, or in the world of work, and the establishment of follow up services makes the guidance program of the secondary school complete and successful.

CHAPTER III

THE CURRENT GUIDANCE PRACTICES IN SELECTED SCHOOLS IN NORTH CAROLINA

The writer selected city schools in the Piedmont area of North Carolina for the basis of the study. The enrollments in the eighteen schools selected ranged from 300 pupils to 1,700 pupils. The schools were divided into three groups on the basis of their enrollment. The six schools with enrollments from 300 to 500 pupils were designated as class C schools, and will be referred to in this manner throughout the chapter, the six schools with enrollments from 500 to 900 pupils were designated as class B schools, and the six schools with enrollments from 1,000 to 1,700 pupils were designated as class A schools. The writer has attempted to compare the revealed status of guidance in the three classes of schools.

In discussing the status of guidance in A, B, and C schools, the writer has divided the report into nine headings. These headings, which will be discussed separately, are the plan of organization, qualifications of the guidance personnel, facilities for counseling, the counseling activities, pupil records, testing program, informative guidance materials, in-service guidance training program, and placement and follow up services.

Plan of organization. The plan of organization of guidance services varied considerably in the schools surveyed. It ranged from little or no organization of group and individual guidance services to highly organized plans involving the services of many functionaries. Table I, page forty-nine, indicates the items surveyed, and the frequency of responses made by the schools.

There was a decided lack of organization and active administrative interest in the class C schools. Only one, or 16.6 per cent, of the C schools reported having organized services for both group and individual guidance; four, or 66.6 per cent, of the B schools; and four, or 66.6 per cent, of the A schools.

The majority of the principals selected or designated persons to direct or to be in charge of the programs. This indication was made by five, or 83.3 per cent, of the C schools; all six of the B schools; and all six of the A schools. However, active guidance committees were reported by only one, or 16.6 per cent, of the C schools; three, or fifty per cent, of the B schools; and all six of the A schools.

All of the schools made provisions for group guidance activities, but not all the schools had group guidance on a functional home room plan or scheduled classes in group guidance. All of the C schools provided

home room guidance; five, or 83.3 per cent, of the B schools; and five, or 83.3 per cent, of the A schools. Since there was such a wide variation of time provided for the home room period, it is probable that, in some instances, the schools reporting home room practices were not providing an adequate service for the pupils.

The types of group guidance reported other than home room services included special group guidance classes which were reported by one A school and by one B school, special assemblies, vocational programs, student council and government groups, club activities, periodic youth forums on the radio, and that involved in special curriculum offerings as psychology, sociology, and marriage. The psychology and sociology classes were reported as being very popular, and contributing much to the guidance programs of several schools. Only one school, an A school, reported having a course in "Marriage," although several schools were formulating plans in that field for the future. There was no attempt made by the writer to evaluate the effectiveness of the above activities.

Trained counselors were not as evident in the C and B schools as in the A schools. A trained counselor was interpreted as being a person on the staff, exclusive of the principal and vocational directors, who spent one half or more of the school day in individual counseling

duties. Actually only one, or 16.6 per cent, of the C schools employed such a guidance worker; two, or 33.3 per cent, of the B schools; while five, or 83.3 per cent, of the A schools employed counselors. This indicated a great lack of provision for expert counseling for the greater population of the B and C schools.

Deans of boys and girls were provided to assist in the guidance programs. However, again there is a lack of provision of trained personnel in the C and B schools. Only one dean of boys and one dean of girls were employed in the C schools, one dean of boys and two deans of girls in the B schools, while four deans of boys and five deans of girls were employed in the A schools.

Teacher-counselors were included in the plans of organization of several schools. The writer included the directors of distributive education and diversified occupations programs as teacher-counselors since they worked with a selected group of pupils. Teacher-counselors were employed in one-third of the C schools, all of the B schools, and in two-thirds of the A schools.

The results of the survey of the plans of organization of guidance services indicated that the class A schools maintained more organized group and individual guidance services than the class B and C schools, especially the C schools. The A schools were outstanding

in their provision of guidance committees, trained counselors, and deans of boys and deans of girls.

TABLE I

RESPONSES TO CHECK SHEET ON THE PLAN OF ORGANIZATION
OF GUIDANCE SERVICES IN A, B, AND C SCHOOLS

Items surveyed	Total yes responses		
	A	B	C
Was a person selected by the principal to direct the guidance program?	6	6	5
Did the principal give a reasonable amount of his time in supervising the guidance program?	5	5	3
Was a guidance committee selected to plan and coordinate the services?	6	3	1
Was provision made for group guidance?	6	6	6
Was part of the group guidance on a home room basis?	5	5	6
Was a trained counselor on the staff?	5	2	1
Was a dean of boys on the staff?	4	1	1
Was a dean of girls on the staff?	5	2	1
Were teacher-counselors selected in the program?	4	6	2

Qualifications of the guidance personnel. Many of the schools surveyed were found to be operating guidance programs with poorly trained personnel. Table II, page fifty-one, indicates the items surveyed, and

the frequency of responses made by the schools.

The members of the guidance staffs in all of the schools were college graduates. Of the six persons designated as directors of guidance in the A schools, only two held degrees in guidance, while none of the directors in the B and C schools held graduate degrees.

Only one director, in a class A school, had a certificate in guidance. As North Carolina does not offer a certificate in guidance, it was obtained in another state.

The majority of the teacher-counselors in the schools had at least one basic course in guidance during their college training. A few of them had begun graduate training in the field of guidance.

The teacher-counselors indicated a feeling of definite guidance responsibility toward their pupils. This feeling of responsibility for guidance was much more keenly expressed by the teacher-counselors than by the administrators. Perhaps this is a partial explanation for the lack of organized guidance services in many of the schools in North Carolina.

All of the schools maintained some contact with state and national organizations. There was an indication that some of this contact was only for the purpose of record keeping and reporting to these organizations.

The results of the survey of the qualifications

of the guidance personnel indicated that there is a very great lack of provision of qualified directors and counselors in many of the schools. The majority of the teacher-counselors were those trained especially in vocational guidance.

TABLE II

RESPONSES TO CHECK SHEET ON THE QUALIFICATIONS OF THE GUIDANCE PERSONNEL IN A, B, AND C SCHOOLS

Items surveyed	Total yes responses		
	A	B	C
Did the director of guidance have a graduate degree in guidance?	2	0	0
Did the director of guidance have a certificate in guidance?	1	0	0
Did the majority of the teacher-counselors have at least one basic course in guidance in college?	4	6	2
Did the teacher-counselors have a feeling of definite guidance responsibility toward the pupils?	4	6	2
Did the guidance staff maintain active contact with state and national organizations?	6	6	6

Facilities for counseling. The facilities for counseling were very meager in many of the schools. Table III, page fifty-five, indicates the items surveyed, and the frequency of the responses made by the schools.

One-half of the A schools indicated that the office of the director of guidance was located on the same floor as the permanent record files of the pupils, two-thirds of the B schools, and only two-fifths of the C schools.

Not all of the schools maintained counseling rooms for the use of the counselors. All of the A schools had rooms designated for counseling, two-thirds of the B schools, and one-half of the C schools. The writer used the ratio of one counseling room for every 500 pupils as a standard for measuring the number of counseling rooms needed by a school. Only one-third of the A schools met the standard, one-fourth of the B schools, while all three of the C schools having counseling rooms met the standard. In the case of the C schools only one room was needed to meet the standard since the enrollment in each of these schools was less than 500 pupils.

The quality of the counseling rooms was judged from the standpoint of the provision for complete privacy, lighting conditions, the space available for storing supplies, type of furniture, and the provision of a private telephone.

Two-thirds of the counseling rooms in the A schools were completely private, three-fourths of the B rooms, while all three of the C rooms were private.

The lighting facilities were not adequate in all of the counseling rooms. Two-thirds of the class A rooms had adequate lighting, three-fourths of the B rooms, and all of the C rooms.

The provision of adequate storage space was lacking in many of the schools. Only one of the six A schools, or 16.6 per cent, provided adequate storage space in the counseling rooms; none of the B schools; and only one, or 33.3 per cent, of the C schools.

The writer judged that the counseling rooms of only one of the schools surveyed, an A school, was equipped with adequate furniture. The principle items found to be lacking or of poor quality were desks for the counselors, work tables, and comfortable chairs.

Outside or private telephones were present in two-thirds of the counseling rooms in the A schools, in all of the B rooms, and in all of the C rooms.

The majority of the schools failed to provide a room for group testing, committee meetings, and other group techniques. Only one-half of the A schools provided such rooms, while none of the B and C schools made this provision.

None of the schools reported that adequate clerical help was provided for the guidance personnel. Several schools indicated that the added burden of

clerical work associated with the guidance program had decreased the efficiency of the personnel.

The results of the survey of the facilities for counseling indicated that the three classes of schools compare favorably in their provision of facilities for counseling. Perhaps the greatest factor hampering the A schools was that of extremely overcrowded building conditions. A few schools were so crowded that overflows had to be placed in the auditoriums.

TABLE III
RESPONSES TO CHECK SHEET ON THE FACILITIES FOR
COUNSELING IN A, B, AND C SCHOOLS

Items surveyed	Total yes responses		
	A	B	C
Was the office of the director of guidance located on the same floor as the permanent records of the pupils?	3	4	2
Were counseling rooms provided for individual counseling?	6	4	3
Was a counseling room provided for every 500 pupils?	2	1	3
Were counseling rooms private?	4	3	3
Were counseling rooms well lighted?	4	3	3
Were counseling rooms equipped with adequate furniture?	1	0	0
Were counseling rooms equipped with adequate storage space?	1	0	1
Were counseling rooms equipped with private telephones?	4	3	3
Was a room provided for group testing, committee meetings, etc.?	3	0	0
Was adequate clerical help given the guidance personnel?	0	0	0

Counseling activities. The provision of individual counseling services varied considerably in the schools surveyed. Table IV, page fifty-eight, indicates the items surveyed, and the frequency of the responses by the schools.

The majority of the schools provided ample counseling time for the teacher-counselors. Using the standard of one-half an hour of counseling time per day for every twenty-five assigned pupils, the writer found that only one B school failed to meet the standard.

The survey revealed that the director of guidance, or the chief counselor, had a very large counselor-pupil ratio. The writer set up the standard of one counselor for every 300 pupils as a measuring device, and excluded the principals, and directors of vocational programs from the designation of counselor. A counselor was a staff member who spent half or more of the school day in individual counseling activities. No school provided a counselor for every 300 pupils. The median counselor-pupil ratio in the five A schools having counselors was 1:725, the median in the two B schools having counselors was 1:697, while only one C school provided a counselor with a ratio of 1:421. The median counselor-pupil ratio in all of the schools surveyed was 1:671.5.

Only two of the five counselors in the A schools,

or forty per cent, kept records of the counseling interviews; one of the two counselors in the B schools, or fifty per cent; while no records were kept in the C schools.

The teacher-counselors and counselors reported spending part of their time in handling attendance and discipline problems. The writer made no attempt to measure the time spent in handling these problems. It is probable that much valuable counseling time was wasted.

The teacher-counselors and counselors in all of the schools indicated that they attempted to make use of community resources in meeting the needs of the pupils. This was especially true in vocational counseling.

The teacher-counselors and counselors were asked if there was adequate interest and cooperation on the part of the teachers in supporting the guidance program. Five-sixths of the A schools indicated satisfactory cooperation, one-third of the B schools, and only one-sixth of the C schools.

The survey of the counseling activities revealed that there is a definite lack of trained personnel for the individual counseling of students, especially in the C schools. The counselor-pupil ratio in the C schools is not too significant since only one school maintained a counselor. The lack of teacher interest and cooperation

in the B and C schools may indicate a lack of administrative leadership, poor organization, and a low excellence of qualified personnel.

TABLE IV
RESPONSES TO CHECK SHEET ON THE COUNSELING
ACTIVITIES IN A, B, AND C SCHOOLS

Items surveyed	Total yes responses		
	A	B	C
Did the teacher-counselors have one-half hour a day scheduled time for counseling per 25 pupils?	4	5	2
Was a specially trained counselor available for every 300 pupils?	0	0	0
If above was not true, what was the median counselor-pupil ratio?	725	697	421
Did the teacher-counselors keep a record of the counseling interviews?	2	1	0
Did the teacher-counselors and counselors handle discipline and attendance problems?	5	4	2
Did the teacher-counselors and counselors make use of community resources?	5	6	2
Was there adequate cooperation and interest on the part of teachers in supporting the counseling activities and guidance program?	5	2	1

Pupil records. The schools surveyed were found to keep similiar data concerning their pupils. Table V, page sixty, indicates the items surveyed, and the frequency of responses made by the schools.

The North Carolina state cumulative record forms were used extensively by the B and C schools, while only one-third of the A schools used the state forms.

Only one school, an A school, indicated that the records kept were inadequate. The complaint was in reference to the lack of designation of grades made in classes with advanced, regular, and slow sectioning. The writer questions the status of some of the record if the desired counseling activities were being carried out by the guidance personnel.

All of the schools indicated that the permanent records of the pupils were kept in the office of the principal or in the suite adjacent to his office.

Several schools kept additional pupil information which was used in the guidance activities. Five-sixths of the A schools kept additional pupil records, all of the B schools, and one-half of the C schools.

All of the schools keeping additional pupil information indicated that the records were kept in locked places, however, some of the schools did not provide suitable locked files.

The survey of the pupil records used in guidance indicated that there is little difference in the manner and types of records kept by the three classes of schools.

TABLE V
RESPONSES TO CHECK SHEET ON THE PUPIL
RECORDS IN A, B, AND C SCHOOLS

Items surveyed	Total yes responses		
	A	B	C
Was the state cumulative record form used in keeping pupil data?	2	5	6
Were records kept considered adequate by the guidance staff?	5	6	6
Were permanent pupil records kept in the principal's office or suite adjacent to it?	6	6	6
Did teacher-counselors or counselors keep additional pupil data?	5	6	3
Were the additional pupil records kept in locked places or files?	5	6	3

Testing program. The survey revealed a wide variation of testing activities in the schools of Piedmont North Carolina. Table VI, page sixty-three, indicates the items surveyed, and the frequency of responses made by the schools.

Only one school, an A school, indicated the complete lack of a standardized testing program. The other

seventeen schools indicated that some staff member was in charge of the testing program.

The testing program was found to be extremely weak in the majority of the schools. Only one of the six A schools, or 16.6 per cent, gave a scholastic ability or intelligence test in the ninth grade; only one, or 16.6 per cent, of the B schools; and two, or 33.3 per cent, of the C schools.

Only one-third of the A schools gave an interest inventory in the ninth grade, while none of the B and C schools administered such a test to their pupils.

Only one-sixth of the A schools gave a scholastic ability or intelligence test in the twelfth grade, one-sixth of the B schools, and none of the C schools.

Interest inventories were given in the twelfth grade by three, or fifty per cent, of the A schools; five, or 83.3 per cent, of the B schools; and two, or 33.3 per cent, of the C schools.

The seventeen schools indicated that special tests were given when it was deemed necessary by the teachers and the guidance personnel. The writer doubts the extent of this practice in the light of the over all testing program, and the training of the guidance personnel.

The seventeen schools reported that the teacher-

counselors and teachers assisted with the testing program, and that the tests used were interpreted to the pupils.

The results of the survey of the testing programs indicated that the provision of testing services is one of the weakest elements in the guidance programs of the schools. The schools failed to administer tests to the upper grades, especially interest inventories. The B and C schools were extremely weak in providing all types of tests other than the interest inventories in the upper grades. Perhaps some of the schools were wise in not attempting a greater testing program without qualified personnel to select, administer, score, and interpret the tests.

TABLE VI
RESPONSES TO CHECK SHEET ON THE TESTING PROGRAM
IN A, B, AND C SCHOOLS

Items surveyed	Total yes responses		
	A	B	C
Was a staff member in charge of the testing program?	5	6	6
Was a scholastic ability or an intelligence test given in the ninth or tenth grade?	1	1	2
Was an interest inventory given in the ninth or tenth grade?	2	0	0
Was a scholastic ability or an intelligence test given in the twelfth grade?	1	1	0
Was an interest inventory given in the twelfth grade?	3	5	2
Were special tests given when deemed necessary by the guidance staff and teachers?	5	6	6
Did teachers and teacher-counselors assist in the testing program?	5	6	6
Were the tests given interpreted to the pupils?	5	6	6

Informative guidance materials. The schools surveyed indicated much similarity in the types of informative guidance materials available to the pupils. Table VII, page sixty-six, indicates the items surveyed, and the frequency of the responses made by the schools.

The orientation of pupils before they reached the high schools was carried on by five-sixths of the A schools, five-sixths of the B schools, and one-third of the C schools. All of the schools had some type of organized orientation for the pupils after they reached the high schools.

All of the schools reported that their libraries contained a reasonable amount of guidance materials, and that the materials were used in group and individual guidance. A few schools expressed a desire for more publications on physical and emotional maturity, boy and girl relations, and family living.

None of the libraries surveyed provided a browsing corner where guidance materials were attractively arranged for the ready inspection and use of the pupils. All the libraries placed the guidance materials in special areas or shelves, but none of them displayed the popular and new material in an attractive arrangement within easy reach of the tables used by the pupils.

There was some inconsistency as to the location

of occupational files, and various educational, trade, and business catalogs. Most of the schools kept occupational files in their libraries. Five-sixths of the A schools kept duplicate files in the counselor's office, five-sixths of the B schools, and one-sixth of the C schools. Educational, business, and trade catalogs were kept in the libraries of all the A and C schools, and in five-sixths of the B schools. Duplication of these materials were found in the teacher-counselor's rooms or in the counselor's office in five-sixths of the A schools, all of the B schools, and in one-sixth of the C schools.

There were very few schools having visible charts and guidance displays in evidence in the buildings. These were present in one-half of the A schools, one-sixth of the B schools, and one-sixth of the C schools.

The use of motion pictures and film strips was reported by two-thirds of the A schools, one-sixth of the B schools, and by none of the C schools. Perhaps some of the schools offered films during the year with guidance implications.

The results of the survey of informative guidance materials indicated that the three classes of schools had similar guidance materials. The majority of the schools indicated a greater wealth of vocational information than other materials. A few of the schools

expressed desires for the provision of library browsing areas.

TABLE VII
RESPONSES TO CHECK SHEET ON THE INFORMATIVE
GUIDANCE MATERIALS IN A, B, AND C SCHOOLS

Items surveyed	Total yes responses		
	A	B	C
Was an orientation program given pupils before reaching high school?	5	5	2
Was an orientation program given pupils after reaching high school?	6	6	6
Did the library contain a reasonable amount of guidance materials?	6	6	6
Were the library guidance materials used in guidance activities?	6	6	6
Was a guidance browsing corner set up in the library?	0	0	0
Were guidance materials given a special area on library shelves?	6	6	6
Was the occupational information systematically filed in library?	5	4	6
Was the occupational information filed in the counselor's office?	5	5	1
Were educational, business, and trade catalogs kept in library?	6	5	6
Were educational, business, and trade catalogs kept in counselor's office?	5	6	1
Were charts and guidance displays in evidence in buildings?	3	1	1
Were films used in guidance program?	4	1	0

In-service guidance training program. There was a noticable lack of provision for in-service training in all of the schools surveyed. Table VIII, page sixty-eight, indicates the items surveyed, and the frequency of the responses made by the schools.

Two-thirds of the schools in the A classification had functional in-service training programs, one-sixth of the B schools, and one-sixth of the C schools.

Professional libraries were reported by only two each, or 33.3 per cent, of the A, B, and C schools.

The schools reporting in-service programs indicated that their teachers made a genuine effort to improve their knowledge and techniques of guidance.

Only four each, or 66.6 per cent, of the A, B, and C schools reported that their guidance personnel attended at least one guidance conference during the year.

In only a few of the schools were the teachers encouraged to take summer college courses or extension work in the field of guidance. This indication was made by only one-third of the A schools, and one-third of the B schools.

The teachers and counselors in the majority of the schools reported that they served as sponsors of clubs, student organizations, and various school groups.

The survey of the in-service training for the

guidance personnel indicated that more than one-half of the schools failed to provide adequate in-service opportunities for their teachers. This element was one of the weakest in the guidance programs of the schools.

TABLE VIII
RESPONSES TO CHECK SHEET ON THE IN-SERVICE
TRAINING PROGRAM IN A, B, AND C SCHOOLS

Items surveyed	Total yes responses		
	A	B	C
Did the school have an in-service training program?	2	1	1
Did the principal assume the major responsibility for the in-service program?	0	0	1
Did the school maintain a professional guidance library?	2	2	2
Did teachers take an active part in the in-service program?	2	0	1
Did members of the guidance staff attend at least one guidance conference during the year?	4	4	4
Were teachers encouraged to take summer college courses or extension work in guidance?	2	2	0
Did teachers and counselors serve as sponsors of school and student organizations?	6	6	6

Placement and follow up services. The survey revealed a lack of adequate placement and follow up services in the secondary schools of Piedmont North Carolina. Table IX, page seventy-two, indicates the items surveyed, and the frequency of the responses made by the schools.

None of the schools surveyed maintained independent job placement services, however, two-thirds of the A schools coordinated their services with the local and state facilities, all of the B schools, and two-thirds of the C schools. These schools reported the employment of either full time or part time directors of placement services.

A diversified occupations program was reported in two-thirds of the A schools, one-third of the B schools, and in only one-sixth of the C schools. A distributive education program was reported in one-half of the A schools, two-thirds of the B schools, and in only one-sixth of the C schools. A course in occupations was offered in five, or 83.3 per cent, of the A schools; in all of the B schools; and in only two, or 33.3 per cent, of the C schools.

The students were assisted in securing part time and vacation jobs in two-thirds of the A schools, in all of the B schools, and in only one-third of the C schools.

The number of drop outs reported by the various schools was high. The class A schools indicated a median percentage of 7.5, the class B schools nine, and the class C schools nine. The median percentage of drop outs in all of the schools surveyed was nine. None of the schools had made drop out studies every one, three, and five years after the drop outs occurred. A few schools had made one year studies, and several indicated that they would like to make studies if the clerical help could be provided.

The number of seniors planning to attend college was high. The median percentage of college enrollees was forty-five in the A schools, thirty-eight in the B schools, and thirty-three in the C schools. One of the A schools had seventy-five per cent of her seniors planning to attend college the next year. The median percentage of college enrollees for all of the schools surveyed was forty. Only one school, a C school, had made follow up studies of graduates every one, three, and five years after they graduated.

The results of the survey of placement and follow up services indicated that there was little difference in the status of the A and B schools, however, the C schools were far below the A and B schools in providing these services. None of the schools were using drop out

studies and follow up studies in revising their curriculums and in evaluating their guidance services.

The administrators and directors of guidance were asked to state their plans for improving the guidance services for the school year, 1949-50. The four items most often cited were the improvement of the testing services, the provision of more group guidance on a home room plan, an improvement of the individual counseling activities, and the provision of special curriculum offerings. Table X, page seventy-three, indicates the improvements cited, and the frequency of the reports made by the A, B, and C schools.

TABLE IX

RESPONSES TO CHECK SHEET ON THE PLACEMENT AND
FOLLOW UP SERVICES IN A, B, AND C SCHOOLS

Items surveyed	Total yes responses		
	A	B	C
Did the school maintain independent job placement services for pupils?	0	0	0
Did the school utilize local and state placement services?	4	6	2
Did school employ full time or part time director of placement?	4	6	2
Did the school have a diversified occupations program?	4	2	1
Did the school have a distributive education program?	3	4	1
Was a course in occupations offered?	5	6	2
Did school assist pupils to secure part time and vacation jobs?	4	6	2
What was the median percentage of drop outs?	7.5	9	9
Were drop out studies made every one, three, and five years?	0	0	0
What was median percentage of seniors planning to attend college?	45	38	33
Were follow up studies made of graduates every one, three, and five years after graduation?	0	0	1
Did the school use drop out and follow up studies in revising its curriculum and evaluating its guidance program?	0	0	0

TABLE X

DISTRIBUTION OF GUIDANCE SERVICES TO BE ADDED THE
SCHOOL YEAR, 1949-50, IN A, B, AND C SCHOOLS

Guidance service	Frequency of report		
	A	B	C
Improved testing services	3	2	3
Provision for home room guidance	2	1	1
Course in family living for seniors	2		
Improved counseling activities	1	1	
Use of F-M radio broadcasts	1		
Distributive education program	1		
Additional library materials	1		
In-service training program		1	
Drop out studies		1	
Diversified education program			1
Course in psychology			1
Follow up studies of graduates			1

SUMMARY

The guidance programs in the A schools were much better organized than those in the B and C schools. The B and C schools were especially weak in providing counselors who were qualified in maintaining individual counseling activities, and in coordinating the guidance personnel in developing a desired program of guidance. The C schools had greater provision of space for the counseling activities, however, the rooms in all three classes of schools were not adequately equipped. There was little difference in the manner and types of pupil records kept by the three types of schools. Perhaps, the A schools should make more use of the state cumulative record forms. The weakest element in the guidance programs of all the schools was the testing service offered the pupils, especially that in the C schools. All the schools provided the same general type of informative guidance materials. The method of handling the guidance materials in the libraries should be improved in all of the schools. The in-service training programs were very weak in all the schools. There was a decided lack of interest and activity in this element of the guidance program. The A and B schools provided more adequate placement and follow up services than the C schools, however, all three types of schools lacked adequate drop out and

follow up studies.

The comparison of the A, B, and C schools revealed that the schools with large enrollments provided better guidance services than the schools with small enrollments.

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CHAPTER IV

EVALUATION OF THE PRACTICES IN SELECTED CITY HIGH SCHOOLS

The purpose of this study was to determine the present status of guidance in selected city high schools in Piedmont North Carolina. The writer, in Chapter II, presented the organizational and administrative standards deemed essential in a program of guidance on a secondary level. In this chapter, the writer will compare the revealed status of guidance in the eighteen schools surveyed to the standards deemed essential by the writers in the field of guidance.

In making a comparison of the current practices to the standards suggested in the literature, the writer will briefly restate the standards cited in the literature, and then evaluate the practices revealed by the survey. The writer has divided the survey into nine headings and will discuss each separately.

Plan of organization. Writers in the field of guidance recommend that the following elements are essential in the organization of the guidance program:

1. The administration should provide continuous, enthusiastic leadership.
2. The administration should select a qualified

- staff member to serve as director of guidance.
3. A guidance committee should be selected from the faculty.
 4. Provision must be made for both group guidance and the counseling of individual pupils.
 5. The administration should provide the essential elements necessary for the continuous operation of the guidance program.

The survey revealed a lack of active support and supervision by the administrative heads. Only thirteen of the eighteen schools surveyed, or 72.2 per cent, reported that their administrative heads gave a reasonable amount of their time to the active support and supervision of the guidance programs.

Seventeen principals, or 94.4 per cent, selected a person to direct the guidance program.

A functional guidance committee was reported by only ten schools, or 55.5 per cent.

Provision for group guidance was made by all eighteen of the schools. Sixteen of the schools, or 88.9 per cent, maintained some type of home room plan. A few schools, that met only ten to fifteen minutes a day, reported that their group guidance activities were inadequate due to the lack of sufficient time to carry on guidance activities.

The guidance personnel was limited to trained counselors in eight schools, or 44.4 per cent; deans of girls in six schools, or 33.3 per cent; deans of boys in eight schools, or 44.4 per cent; and teacher-counselors in eight schools, or 44.4 per cent.

The survey revealed that less than half of the schools provided adequate personnel, especially that needed for the individual counseling activities. It also revealed a definite lack of adequate planning and coordinating of the services of the guidance personnel.

Qualifications of the guidance personnel. Writers in the field of guidance recommend that the guidance personnel meet the following minimum qualifications:

1. The teachers should be college graduates.
2. The director of guidance and the counselors should have a graduate degree in guidance.
3. The counselors should maintain certificates in the field of guidance.
4. The teachers and teacher-counselors should have at least one college credit in guidance.
5. Every teacher and teacher-counselor should have a feeling of definite guidance responsibility toward every pupil.

All of the teachers in the schools were college

graduates.

Only two schools, or 11.1 per cent, employed a director of guidance with a graduate degree in guidance.

Only one of the schools, or 5.5 per cent, employed a director of guidance with a certificate in guidance.

Two-thirds of the schools reported that the majority of their teacher-counselors and teachers had one college credit in the field of guidance.

Two-thirds of the schools reported that their teachers and teacher-counselors had a feeling of definite guidance responsibility toward the pupils. The writer made no attempt to evaluate this factor.

The survey of the qualifications of the guidance personnel revealed that much is to be desired regarding the qualifications of the guidance personnel, especially that of the counselors and directors of the guidance programs.

Facilities for counseling. The writers in the field of guidance recommend the provision of the following facilities for effective counseling of individual pupils.

1. The office of the director of guidance and the counseling rooms should be adjacent to, or in the proximity of, the office of the principal and the permanent records of the pupils.

2. A counseling room should be provided for every 500 pupils, and if possible for every 300.
3. The counseling rooms should be completely private.
4. The counseling rooms should be well lighted.
5. The counseling rooms should be equipped with adequate storage facilities.
6. The counseling rooms should be equipped with adequate furniture.
7. The counseling rooms should be equipped with a private telephone.
8. A room of approximately classroom size should be provided for various group activities.
9. The guidance personnel should be given adequate clerical help.

One-half of the schools reported that their director's office and the counseling rooms were on the same floor as the principal's office and the permanent records of the pupils.

Thirteen schools, or 72.2 per cent, provided rooms for individual counseling, however, only six schools, or 33.3 per cent, provided a counseling room for every 500 pupils enrolled.

Ten of the thirteen schools providing counseling rooms, or 76.9 per cent, reported that their counseling

rooms were completely private.

Ten of the thirteen schools providing counseling rooms, or 76.9 per cent, maintained adequate lighting conditions in their counseling rooms.

Only two of the thirteen schools providing counseling rooms, or 15.3 per cent, had adequate storage facilities. Several of the counseling rooms had practically no storage space.

The counseling rooms of only one school, or 5.5 per cent, were judged to be equipped with adequate furniture. The lack of comfortable chairs and work tables were the principle items lacking or faulty.

Ten of the thirteen schools reporting counseling rooms, or 76.9 per cent, provided private telephones.

Only one-third of the schools provided a suitable room for group testing and other group activities.

None of the schools reported having adequate clerical help for the guidance personnel.

The survey of the counseling facilities revealed that the schools were far below the recommended standards in the provision of counseling rooms, the location of the counseling rooms, and the equipment in the rooms. It also revealed a great need for the provision of clerical help in the guidance programs.

Counseling activities. The writers in the field of guidance recommend the following principles in providing individual counseling activities for the pupils.

1. The teacher-counselors should have half an hour of scheduled counseling time per day for every twenty-five assigned pupils.
2. A trained counselor should be available for every 300 pupils enrolled.
3. The counselors should keep records of the counseling interviews.
4. The guidance personnel should coordinate the school and community resources.
5. An active, cooperative effort should be maintained by the members of the school staff.

Two-thirds of the schools used teacher-counselors in their guidance programs. Eleven of these schools, or 91.6 per cent, reported that their teacher-counselors had half an hour of scheduled counseling time per day for every twenty-five assigned pupils. The writer did not attempt to determine how effectively the counselors used this allotted time. It is probable that in some schools the lack of qualified personnel resulted in much wasted time.

The provision of a trained counselor for every 300 pupils enrolled was not met by a single school. The

median counselor-pupil ratio in the schools surveyed was 1:671.5, or approximately twice the recommended ratio. This high ratio could only result in overworked counselors, and a very large percentage of pupils failing to receive needed individual counseling service.

More than half of the schools reported that their teacher-counselors and counselors handled discipline and attendance problems. The writer made no attempt to determine how much time was given to these duties, but it is probable that much valuable counseling time was lost.

Only three schools, or 16.6 per cent, reported that their counselors kept records of the counseling interviews. The large counselor-pupil ratio made the keeping of adequate records practically impossible.

Only thirteen schools, or 72.2 per cent, reported that their guidance personnel coordinated the school and community resources in an adequate manner.

Less than one-half of the schools reported that the members of their guidance staff displayed an active, cooperative effort in the activities of the program.

The survey of the counseling activities revealed that the counselor-pupil ratio is far too large for any great degree of efficiency in reaching the population of the school. The teacher-counselors and counselors were spending valuable counseling time in handling problems

relative to discipline and attendance. The lack of active interest and cooperation on the part of the school staff indicates a lack of administrative leadership, organization, and qualified personnel.

Pupil records. Writers in the field of guidance recommend the following principles to be followed in keeping the records of pupils:

1. The state cumulative record form should be used by the schools.
2. The permanent records should be kept in the office of the principal or suite adjacent to it.
3. If additional pupil records are kept by the personnel, they should be placed in locked files or suitable cabinets.

Thirteen schools, or 72.2 per cent, used the state cumulative form in recording information about the pupils.

All of the schools kept their permanent pupil records either in the office of the principal or in the administrative suite of offices.

More than half of the schools reported that their teacher-counselors and counselors kept additional pupil data to that on the cumulative record. These workers reported that the records were kept in locked facilities.

The survey of pupil records revealed that the

great majority of the schools met the recommended standards for keeping pupil records.

Testing program. Writers in the field of guidance recommend the following minimum essentials for a testing program on a secondary level:

1. A member of the guidance staff should be in charge of the testing program.
2. A scholastic ability or intelligence test should be administered in the ninth or tenth grade and the twelfth grade.
3. An interest inventory should be administered in the ninth or tenth grade and the twelfth grade.
4. Special tests should be given when it is deemed necessary by the guidance personnel.
5. Teachers and teacher-counselors should assist with the testing program.
6. All tests given should be interpreted to the pupils.

One school reported that it did not maintain a standardized testing service for the pupils. The remaining seventeen schools, or 94.4 per cent, reported that their programs were under the direction of a member of the guidance staff.

Only four schools, or 22.2 per cent, gave an intelligence test in the ninth or tenth grade, while only two schools, or 11.1 per cent, administered such a test in the twelfth grade.

Only two schools, or 11.1 per cent, gave an interest inventory in the ninth or tenth grade, while ten schools, or 55.5 per cent, gave such a test in the twelfth grade.

Seventeen schools, or 94.4 per cent, gave special test whenever it was deemed necessary by the staff.

Seventeen schools, or 94.4 per cent, reported that their teachers and teacher-counselors assisted in the testing program.

Seventeen schools, or 94.4 per cent, reported that all of the tests given were interpreted to the pupils.

The survey of the testing programs revealed that the schools were far below the recommended standards for a minimum testing program. The high percentage made by the schools on the use of special tests, the assistance of the staff in the testing program, and the interpretation of the tests to the pupils are insignificant in view of the small amount of testing service reported by the schools.

Informative guidance materials. Writers in the field of guidance recommend that the following principles be observed in providing informative guidance materials:

1. Adequate information regarding further training and educational opportunities should be given all pupils at transition periods.
2. A well equipped library is necessary.
3. Informative guidance materials should be attractively arranged in a browsing area, or placed within easy reach of the library tables.
4. Occupational briefs and leaflets should be systematically filed.
5. Charts, and various visual displays should be kept up to date in classrooms, guidance rooms, and the library.
6. Special group activities as Career Day and College Day programs are deemed essential.

The majority of the schools ranked high in providing orientation activities for their pupils. Two-thirds of the schools provided pre-high school activities, and all the schools carried on organized orientation programs after the pupils reached the high schools.

All of the schools reported reasonable amounts of informative guidance materials in their libraries. This material was given a special area in the libraries, but

none of the schools reported the provision of browsing corners for the use of the pupils.

Occupational files were located in the libraries of fifteen schools, or 83.3 per cent; while duplications belonging to the director of guidance were reported by the majority of the schools.

The schools ranked high in their possession of educational, business, and trade catalogs. These were located in the libraries of seventeen schools, or 94.4 per cent; while the majority of the schools reported duplications of these materials in the director's office.

Only five of the schools, or 27.7 per cent, reported the periodic use of charts, and various types of visual guidance materials.

The survey of the provision of informative guidance materials revealed that the majority of the schools provided adequate materials. The writer did not attempt to measure the degree of effective use of these materials. The libraries could improve their services to the pupils by providing browsing corners in which the students could inspect the materials in a more informal manner.

In-service training program. Writers in the field of guidance recommend that the following principles be observed in providing in-service activities for the staff:

1. The administrative leadership should assume the

major responsibility for developing and maintaining an in-service guidance program.

2. The program should begin on a level consistent with the training of the faculty, and it should be based on the needs and interests of the group.
3. A professional library should be maintained for the use of the entire staff.
4. As much of the program as possible should be carried on during the regular school day.
5. Teachers should be encouraged to take summer school courses or extension work in guidance.

The survey revealed a tremendous lack of in-service guidance training in the schools of Piedmont North Carolina. Only four schools, or 22.2 per cent, maintained programs; and in only two of these schools were the teachers taking an active part in the program. One principal, of the four reporting programs, assumed the major responsibility for the in-service program.

One-third of the schools reported having professional libraries, but two of these schools reported that their libraries were not used by the personnel.

The majority of the schools reported that members of their guidance staff attended at least one guidance conference during the year. The writer did not attempt to determine the exact number attending, however the

the guidance directors and vocational counselors were the most frequent members in attendance.

Only the four schools reporting in-service programs stated that their teachers were encouraged to take summer college courses or take extension training.

All of the schools reported that the majority of their guidance personnel served as sponsors of student and school organizations. Less than one-fourth of the schools attempted to coordinate these activities with their in-service programs.

The survey of in-service training activities revealed a deficiency of these activities in the schools of Piedmont North Carolina. There was evidence of the lack of organization, and the administrative provision of the desired elements in an in-service program.

Placement and follow up services. Writers in the field of guidance recommend the following principles in setting up and carrying out placement and follow up services in the high school:

1. The school should strive to maintain as much of the placement activities on its own as is possible.
2. The local, state, and national facilities should be utilized if needed.
3. Vocational classes with work experience should

be available to the students.

4. Part time and vacation placement should be provided for the pupils.
5. Each pupil who drops out of school should be followed up the first, third, and fifth year.
6. Each graduate should be followed up the first, third, and fifth year after graduation.
7. Drop out studies and follow up studies should be used in evaluating the guidance program and revising the curriculum.

None of the schools maintained an independent placement service for their pupils. More than half of the schools coordinated their programs with local, state, and national facilities.

Two-thirds of the schools employed full time or part time directors of placement services. Seven schools, or 38.8 per cent, provided a diversified occupations program; while eight schools, or 44.4 per cent, provided a distributive education program. Only four schools, or 22.2 per cent, provided both of these programs. More than half of the schools offered at least one course in occupations.

Two-thirds of the schools reported assisting their pupils in securing part time and vacation jobs. The writer did not attempt to measure the extent of these services.

The percentage of drop outs ranged from a low of six to a high of eighteen. The median percentage of drop outs for all the schools was nine. None of the schools maintained drop out studies every one, three, and five years after the drop out occurred.

The percentage of seniors making preparations to enter college ranged from a low of fifteen to a high of seventy-five. The median percentage of college enrollees in all the schools was forty. Only one school, or 5.5 per cent, was making follow up studies of former pupils who had graduated every one, three, and five years after the graduation occurred.

None of the schools were using follow up studies and drop out studies in revising their curriculums and in evaluating their guidance programs.

The survey of placement and follow up services revealed that the schools ranked high in providing vocational guidance and placement services, however the great majority completely failed in carrying on drop out studies and follow up studies, and in using such studies in evaluating their guidance programs and in revising their curriculum offerings.

CHAPTER V

SUMMARY AND CONCLUSIONS

This study began with the statement, "Today, guidance services are recognized as essential parts of the educational activities of our secondary schools throughout the breadth of the United States." It was pointed out that, although the importance of guidance is clearly recognized, its present status is quite uncertain. This investigation, then, represents an attempt to find the extent to which definite guidance services, in selected city high schools in Piedmont North Carolina, are meeting the standards recommended by the writers in the field of guidance. A summary of the findings drawn from the personal interviews and check lists of the guidance personnel in the eighteen city high schools in Piedmont North Carolina follows.

SUMMARY

Plan of organization. Thirteen of the eighteen schools furnishing data for this study, or 72.2 per cent, reported that their administrative heads gave a reasonable amount of their time to the active support and supervision of the guidance programs. Seventeen principals, or 94.4 per cent, selected persons to act as directors of the

guidance programs. Active guidance committees were reported by only ten, or 55.5 per cent, of the schools. Provision for group guidance was made by all of the schools, with sixteen, or 88.8 per cent, of the schools maintaining home room guidance. The guidance personnel was limited to trained counselors in eight of the schools, or 44.4 per cent; teacher-counselors in eight of the schools, or 44.4 per cent; deans of boys in eight of the schools, or 44.4 per cent; and deans of girls in six of the schools, or 33.3 per cent.

Qualifications of the guidance personnel. All of the teachers in the schools surveyed were college graduates. Only two schools, or 11.1 per cent, employed a director of guidance with a graduate degree in guidance. Only one of the schools, or 5.5 per cent, employed a director of guidance with a certificate in guidance. Two-thirds of the schools reported that the majority of their teachers and teacher-counselors had one college credit in the field of guidance.

Facilities for counseling. A great amount of time was reported lost due to the location of the counseling rooms. Only one-half of the schools reported that the director's office and the counseling rooms were on the same floor as the permanent records of the pupils.

Thirteen of the schools, or 72.2 per cent, provided rooms for individual counseling activities, however, only one-third of the schools provided a counseling room for every 500 pupils enrolled. Ten of the thirteen schools reporting counseling rooms, or 76.9 per cent, maintained adequate lighting and private telephone service in the rooms. Only two of the thirteen schools with counseling rooms, or 15.3 per cent, provided adequate space for storing materials. The furniture in the majority of the counseling rooms was inadequate. The principle items lacking or of poor quality were work tables and comfortable chairs. Only three of the schools, or 16.6 per cent, provided a suitable room, other than a classroom, for group testing and various group meetings. The common practice was to hunt a classroom that was not occupied. The lack of clerical help in all of the schools contributed to the general inefficiency of the guidance programs.

Counseling activities. Two-thirds of the schools used teacher-counselors in their guidance programs. Eleven of these schools, or 91.6 per cent, provided at least half an hour of scheduled counseling time per day for every twenty-five pupils assigned the teacher-counselor. The provision of a trained counselor for every 300 pupils enrolled was not met by a single school. The median

counselor-pupil ratio in the eighteen schools surveyed was 1:671.5. This ratio was more than twice the recommended one. More than half of the schools reported that their teacher-counselors and counselors handled discipline and attendance problems. The writer made no attempt to evaluate this factor. More than half of the schools reported that their personnel coordinated the school and community resources. Less than half of the schools reported that their guidance personnel displayed an active, cooperative effort in the activities of the program.

Pupil records. The majority of the schools maintained uniformity in keeping records of their pupils. Thirteen of the schools, or 72.2 per cent, used the state cumulative record forms. All of the schools kept their permanent pupil records either in the office of the principal or in the administrative suite of offices. The guidance personnel of more than half of the schools kept additional pupil information than that on the permanent office record, and provided locked facilities for this information.

Testing programs. Only one school of the eighteen, or 5.5 per cent, failed to make use of standardized tests in the guidance program. The use of various tests throughout an entire grade level was very limited. Only four of

the schools, or 22.2 per cent, gave a scholastic ability or intelligence test in the ninth or tenth grade; while only two of the schools gave such a test to the seniors. Interest inventories were given to the pupils in the ninth or tenth grades by only two of the schools, or 11.1 per cent; while ten of the schools, or 55.5 per cent, gave such tests in the twelfth grade. The increase in the use of interest inventories in the twelfth grade occurred through their use in sociology and psychology classes. Seventeen of the schools, or 94.4 per cent, reported that special tests were used whenever it was deemed advisable by the guidance personnel, and that the tests given were interpreted to the pupils.

Informative guidance materials. The majority of the schools made adequate provision of informative guidance materials for the use of the pupils. Two-thirds of the schools provided some type of pre-high school orientation, while all of the schools carried on orientation activities after the pupils reached the high school. All of the schools provided reasonable amounts of guidance materials in their libraries. More than half of the schools maintained occupational files in their libraries with duplications in the office of the director of guidance. Seventeen schools, or 94.9 per cent, maintained educational, business, and trade catalogs in their

libraries. More than half of these schools had duplications of these catalogs in the director's office. Only five of the schools, or 27.7 per cent, reported the periodic use of visual guidance materials. The writer made no attempt to measure the effective use of the informative materials except to point out that none of the libraries provided browsing areas for the display of both the popular and new guidance materials.

In-service training program. The survey revealed a tremendous lack of in-service training in the city high schools of Piedmont North Carolina. Only four of the schools, or 22.2 per cent, maintained in-service programs, and in only two of these schools were the teachers taking an active part in the program. Only one-third of the schools reported having professional libraries, and two of these schools reported that the materials were not used. Two-thirds of the schools reported that the majority of the members of their guidance staffs attended at least one guidance conference during the year. Four of the schools, or 22.2 per cent, reported that their teachers were encouraged to take further college training or extension work in the field of guidance. Members of the guidance staffs were used as sponsors for student organizations and school activities in all of the schools.

Placement and follow up services. The survey revealed that the schools ranked high in placement services, but were very low in follow up services. Two-thirds of the schools employed directors of placement services who coordinated their programs with local, state, and national facilities. Less than one-half of the schools provided diversified occupations and distributive education programs, while more than one-half of the schools offered at least one course in occupations. Two-thirds of the schools made an effort to assist their pupils in securing part time and vacation jobs. Drop out studies every one, three, and five years after the drop outs occurred were not carried on by a single school, yet the median percentage of drop outs in the schools was nine. Follow up studies of graduates every one, three, and five years after graduation were made by only one of the schools. The median percentage of college enrollees in the eighteen schools was forty. None of the schools were using drop out studies and follow up studies in evaluating their guidance programs and in revising their courses of study.

CONCLUSIONS

At the beginning of this chapter the writer reviewed the purpose of the study - an attempt to find the extent to which definite guidance services, in selected

city high schools in Piedmont North Carolina, are meeting the standards recommended by the writers in the field of guidance. A summarization was made of the plan of organization, the qualifications of the guidance personnel, the facilities for counseling, the counseling activities, the pupil records, the testing programs, the informative guidance materials, the in-service training programs, and the placement and follow up services.

From these compiled data, secured by personal interviews with the guidance personnel of the eighteen city schools, there follow certain conclusions concerning what the present status of guidance is in the selected city high schools in Piedmont North Carolina:

1. Many of the schools lacked the continuous, enthusiastic leadership necessary for a successful guidance program.
2. Many of the schools lacked the organization deemed necessary for a functional guidance program.
3. Over one-half of the schools lacked sufficient personnel to maintain a functional guidance program.
4. The qualifications of the existing guidance personnel were far below the standards recommended.

5. The provision of facilities for individual counseling were far below the standards recommended.
6. The facilities within the counseling rooms were not conducive to successful counseling.
7. The failure to provide adequate individual counseling opportunities for the pupils was one of the weakest points in the majority of the guidance programs.
8. The median counselor-pupil ratio of 1:671.5 was more than twice the recommended ratio.
9. The testing programs were far below the minimum standards recommended.
10. The majority of the schools reported that tests were given when it was deemed advisable, that the entire staff assisted with the testing program, and that all the tests given were interpreted to the pupils. The writer is of the opinion that these factors are relatively insignificant in view of the lack of testing services in the majority of the schools, and the lack of qualified personnel in the programs.
11. The library service to the pupils could be greatly improved.
12. The majority of the schools made little use of

visual guidance materials.

13. Less than one-half of the schools maintained in-service training programs for their teachers and guidance personnel.
14. Drop out studies were non-existent. This is appalling since the median percentage of drop outs in the eighteen schools was nine.
15. Follow up studies were practically non-existent.
16. The schools did not evaluate their programs of guidance or revise their curriculums on the basis of drop out studies and follow up studies.
17. One of the greatest hinderances to the efficiency of the guidance programs was the lack of provision of adequate clerical help.
18. All of the schools provided some type of group guidance with the majority maintaining well organized activities.
19. The majority of the schools failed to provide a special room for group testing and group meetings.
20. The majority of the schools reporting teacher-counselors in their programs provided half an hour of scheduled counseling time per day for every twenty-five assigned pupils.

21. The majority of the schools kept adequate pupil records.
22. The majority of the schools provided adequate informative guidance materials for the use of the pupils.
23. Many members of the guidance staffs attended at least one guidance conference during the year.
24. The majority of the schools provided vocational guidance and placement services to a select number of students.
25. The schools with larger enrollments maintained better guidance services than those with smaller enrollments. The larger schools excelled in the plan of organization, the provision of qualified counselors, and the placement services given the pupils.

RECOMMENDATIONS

The data studied by the writer cannot lead to an entirely optimistic viewpoint as to the present status of guidance in North Carolina. The guidance programs of many schools are relatively new and need sufficient time in which to develop. To carry out the aim of guidance, helping a pupil to reach his greatest development and

social usefulness, requires the continued coordination of many functionaries and services. The writer suggests the following recommendations as contributions to the improvement of guidance services in the high schools of North Carolina:

1. School administrators be trained in the administration, purpose, and development of guidance. All administrators should be required to maintain a graduate certificate regardless of their period of service and present status.
2. Certification of guidance be set up by the State Department of Education requiring proper training and continued high professional standards of the counselors.
3. Budgets be set up to provide adequate building facilities for the use of the guidance staff, and the administrative elements necessary for a successful guidance program.
4. The allocation by the State Department of Education of a skillfully trained guidance counselor in every high school in the state.
5. Skillfully trained and experienced guidance counselors be employed in the larger schools on the following basis:
 - a- The full time of one counselor or its

equivalent for approximately every 300 pupils aged twelve through fourteen and every 200 pupils aged fifteen through nineteen.

6. Teacher colleges and universities offer more training by skilled and experienced people in the field of guidance.
7. Summer workshops be conducted each year for administrators, guidance counselors, and teachers. The leadership for the workshops be chosen from skillfully trained and experienced personnel.
8. Schools develop programs of in-service training for teachers in addition to the workshops.
9. A basic library for each school in the field of guidance with materials for both students and faculty. A trained librarian with adequate knowledge of guidance materials and their use.
10. Additional salary be paid guidance counselors in accordance with the additional training required.
11. Parents and the general public be informed as to the value of guidance in education. This may be accomplished through Parent-Teacher organizations, civic clubs, newspapers, radio,

and the like.

12. Visiting teachers with case work training be employed in the schools throughout the state to coordinate the work of the school, the home, and the community.
13. Training be given in school communities throughout the state in Family Living, Psychology, Human Relations, and Self-Appraisal and Careers.
14. Child guidance clinics with properly trained specialists (psychologists, psychiatrists, case workers, etc.) be made available to the schools.

FURTHER RESEARCH NEEDED

The writer suggests that the following studies be made as a means of contributing needed information in the field of guidance.

1. The kinds of training and experience found valuable by guidance personnel.
2. An evaluation of the results of educational and vocational guidance.
3. An effective and comprehensive program of student appraisal.
4. An evaluation of the individual counseling activities in the guidance program.

5. An evaluation of the use of various guidance materials in the guidance program.

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APPENDIX

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SOUTHERN COAST
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CITY HIGH SCHOOLS CONTRIBUTING TO THE STUDY

Boyden High School, Salisbury, N. C.
Central High School, Charlotte, N. C.
Concord High School, Concord, N. C.
Gastonia High School, Gastonia, N. C.
Gray High School, Winston Salem, N. C.
Greensboro Senior High School, Greensboro, N. C.
Hanes High School, Winston Salem, N. C.
Harding High School, Charlotte, N. C.
High Point Senior High School, High Point, N. C.
J. W. Cannon High School, Kannapolis, N. C.
Kings Mountain High School, Kings Mountain, N. C.
Lenoir High School, Lenoir, N. C.
Mooresville High School, Mooresville, N. C.
Morganton High School, Morganton, N. C.
R. J. Reynolds High School, Winston Salem, N. C.
Shelby Senior High School, Shelby, N. C.
Tech High School, Charlotte, N. C.
Thomasville High School, Thomasville, N. C.